



Riverside Middle

615 Hammett Bridge Road
Greer, SC 29650

| | | |
|-----------------------|------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 1,011 Students | |
| Principal | Ron Harrison | 864-355-7900 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Megan Hickerson | 864-288-8363 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Good | Average |
| 2008 | Good | Below Average |
| 2007 | Good | At-Risk |
| 2006 | Good | At-Risk |
| 2005 | Good | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

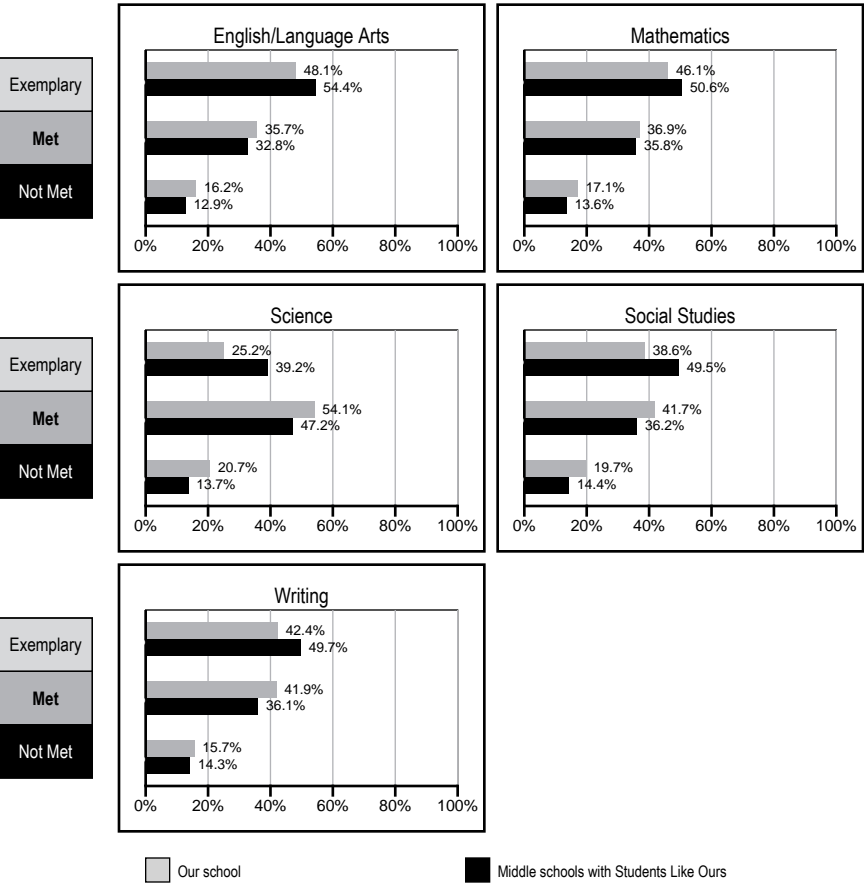
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 7 | 1 | 0 | 0 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0% | 100.0% |
| English 1 | 100.0% | 99.4% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 99.8% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=1,011) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 43.1% | Down from 47.4% | 36.9% | 21.6% |
| Retention rate | 0.7% | Up from 0.3% | 0.6% | 1.2% |
| Attendance rate | 97.2% | Up from 97.1% | 97.0% | 95.9% |
| Eligible for gifted and talented | 27.8% | Down from 27.9% | 31.0% | 14.8% |
| With disabilities other than speech | 7.1% | Down from 9.9% | 6.9% | 12.6% |
| Older than usual for grade | 0.8% | No Change | 0.7% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | Up from 0.1% | 0.7% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=60) | | | | |
| Teachers with advanced degrees | 63.3% | Up from 63.2% | 61.4% | 56.9% |
| Continuing contract teachers | 76.7% | Down from 84.2% | 77.4% | 72.7% |
| Teachers with emergency or provisional certificates | 3.7% | Up from 2.1% | 2.6% | 5.3% |
| Teachers returning from previous year | 85.9% | Down from 90.7% | 83.9% | 82.9% |
| Teacher attendance rate | 93.2% | Down from 95.8% | 94.5% | 95.2% |
| Average teacher salary* | \$47,398 | Up 3.7% | \$47,238 | \$46,599 |
| Professional development days/teacher | 12.2 days | Down from 13.2 days | 12.1 days | 10.8 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 26.5 to 1 | Up from 25.0 to 1 | 23.6 to 1 | 20.1 to 1 |
| Prime instructional time | 90.5% | Down from 92.1% | 90.5% | 89.9% |
| Opportunities in the arts | Excellent | No Change | Excellent | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.0% | 100.0% | 97.8% |
| Character development program | Average | Down from Good | Excellent | Good |
| Dollars spent per pupil** | \$5,717 | Down 19.7% | \$6,482 | \$7,645 |
| Percent of expenditures for instruction** | 64.5% | Down from 66.7% | 67.6% | 63.4% |
| Percent of expenditures for teacher salaries** | 61.7% | Up from 48.9% | 58.9% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Since its establishment in 1999, Riverside Middle School has accomplished many of the goals set by its newly-formed school community. The school community was faced with the challenges of building a unified school climate, working with a critically under-funded budget, and developing a school vision and philosophy. The shareholders—parents, students, staff, and community—set about the task of making the vision become a reality.

Our accomplishments are many. We have been named a Palmetto's Finest finalist in 2003, 2004, 2007, and 2009; a SC Exemplary Writing School in 2000, 2003, 2006, and 2009; Palmetto Gold Winner 2002-2005; and a PTA Parent Involvement School of Excellence in 2004. Our students' academic achievement has been well-documented by an excellent rating five out of seven years on the state report card. Students participate and excel in local, state, and national competitions that represent all aspects of school life, including academics, the arts, and athletics.

Though always proud to discuss our successes, our faculty, staff, parents, and students realize that excellence is a vision and not a destination. Under the leadership of our principal, our school continues to move forward. Through the development of our school portfolio, we have identified goals that we must attain in order to continue to be the best. Funding for the replacement of outdated technology is an ongoing challenge that we continue to address. 100% of our faculty has achieved highly qualified status, and others are working towards obtaining this goal. Lastly and most importantly, ensuring academic achievement for all students is our highest, yet most challenging priority. As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable for meeting these goals through rigorous and intense yearly reviews.

Lorraine Suger, SIC Chairperson
Ron Harrison, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 315 | 100 |
| Percent satisfied with learning environment | 84.6% | 80.0% | 86.0% |
| Percent satisfied with social and physical environment | 100.0% | 84.7% | 85.9% |
| Percent satisfied with school-home relations | 96.2% | 90.7% | 86.9% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.8% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.2% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 1007 | 99.4 | 16.6 | 37.5 | 46 | 90.2 | 84 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 507 | 99 | 21.5 | 35.9 | 42.6 | 85.8 | 80.8 | 79.3 | N/A | N/A |
| Female | 500 | 99.8 | 11.6 | 39 | 49.4 | 94.7 | 87.4 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 705 | 99.6 | 13.3 | 38.1 | 48.7 | 93 | 89.5 | 89.5 | Yes | Yes |
| African American | 120 | 100 | 33.6 | 37.3 | 29.1 | 80 | 72.7 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 64 | 98.4 | 4.8 | 27.4 | 67.7 | 98.4 | 93 | 92.3 | Yes | Yes |
| Hispanic | 108 | 98.2 | 28.7 | 41.6 | 29.7 | 77.2 | 74.8 | 76.5 | Yes | Yes |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 91.2 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 72 | 98.6 | 69.8 | 22.2 | 7.9 | 46 | 52.5 | 52 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 87 | 95.4 | 34.5 | 36.9 | 28.6 | 76.2 | 74.5 | 75.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 186 | 98.4 | 31.9 | 46.4 | 21.7 | 78.3 | 74.4 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 1007 | 99.7 | 19.5 | 41.5 | 39.1 | 87.9 | 80.9 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 507 | 99.4 | 21.8 | 39.3 | 38.9 | 86.7 | 79.6 | 77 | N/A | N/A |
| Female | 500 | 100 | 17.1 | 43.7 | 39.2 | 89 | 82.2 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 705 | 99.7 | 16 | 42.1 | 41.9 | 90.9 | 87 | 87.2 | Yes | Yes |
| African American | 120 | 100 | 42.7 | 44.5 | 12.7 | 69.1 | 66.3 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 64 | 100 | 3.2 | 28.6 | 68.3 | 98.4 | 94.3 | 93 | Yes | Yes |
| Hispanic | 108 | 99.1 | 29.4 | 45.1 | 25.5 | 80.4 | 75.3 | 76 | Yes | Yes |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 86.8 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 72 | 98.6 | 73 | 20.6 | 6.3 | 38.1 | 48.1 | 45.5 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 87 | 98.9 | 31.4 | 41.9 | 26.7 | 79.1 | 76.2 | 76.1 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 186 | 98.9 | 40.7 | 41.3 | 18 | 71.3 | 70.5 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 669 | 99.9 | 20.3 | 54.2 | 25.6 | 79.7 | 71.3 | 67.5 |
| Gender | | | | | | | | |
| Male | 338 | 99.7 | 22.7 | 49.8 | 27.4 | 77.3 | 70.8 | 67 |
| Female | 331 | 100 | 17.7 | 58.5 | 23.7 | 82.3 | 71.8 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 460 | 100 | 16.3 | 56.6 | 27.1 | 83.7 | 79.5 | 79.5 |
| African American | 86 | 98.8 | 38.2 | 52.6 | 9.2 | 61.8 | 53 | 50.3 |
| Asian/Pacific Islander | 44 | 100 | 9.1 | 38.6 | 52.3 | 90.9 | 86.9 | 84.3 |
| Hispanic | 74 | 100 | 32.9 | 51.4 | 15.7 | 67.1 | 61.1 | 60.7 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 88.4 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 50 | 98 | 69 | 26.2 | 4.8 | 31 | 39.1 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 58 | 100 | 39 | 49.2 | 11.9 | 61 | 60.4 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 125 | 100 | 38.4 | 50 | 11.6 | 61.6 | 57.5 | 55.1 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| All Students | 669 | 99.7 | 19.5 | 41.7 | 38.7 | 80.5 | 75.7 | 72.3 |
| Gender | | | | | | | | |
| Male | 344 | 100 | 21.6 | 36.3 | 42.1 | 78.4 | 75.1 | 71.5 |
| Female | 325 | 99.4 | 17.3 | 47.6 | 35.2 | 82.7 | 76.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 481 | 99.6 | 17.2 | 41.7 | 41 | 82.8 | 81.7 | 80.7 |
| African American | 71 | 100 | 30.8 | 46.2 | 23.1 | 69.2 | 61.5 | 60 |
| Asian/Pacific Islander | 44 | 100 | 7 | 34.9 | 58.1 | 93 | 88 | 88.5 |
| Hispanic | 66 | 100 | 35.5 | 41.9 | 22.6 | 64.5 | 69 | 68 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 78 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 47 | 97.9 | 61 | 34.1 | 4.9 | 39 | 47.5 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 56 | 100 | 38.9 | 44.4 | 16.7 | 61.1 | 69 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 116 | 99.1 | 38.1 | 46.7 | 15.2 | 61.9 | 63.9 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 1006 | 98.8 | 15.1 | 42.2 | 42.7 | 84.9 | 72.9 | 70.2 | 97.2 | 96.5 |
| Gender | | | | | | | | | | |
| Male | 508 | 99 | 20.1 | 44.7 | 35.2 | 79.9 | 66.4 | 63.2 | 97 | 96.4 |
| Female | 498 | 98.6 | 10 | 39.6 | 50.4 | 90 | 79.7 | 77.5 | 97.4 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 704 | 98.6 | 12.3 | 40.8 | 46.9 | 87.7 | 80.5 | 79.1 | 97.2 | 96.3 |
| African American | 119 | 99.2 | 31.3 | 49.1 | 19.6 | 68.8 | 57.1 | 57.6 | 96.3 | 96.5 |
| Asian/Pacific Islander | 64 | 98.4 | 1.6 | 35.5 | 62.9 | 98.4 | 87.3 | 86.2 | 98.5 | 97.6 |
| Hispanic | 109 | 100 | 25 | 47.1 | 27.9 | 75 | 61.3 | 62.6 | 97.2 | 96.9 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 71.8 | 68.7 | 98.1 | 95.2 |
| Disability Status | | | | | | | | | | |
| Disabled | 67 | 97 | 75.4 | 21.3 | 3.3 | 24.6 | 28.4 | 26.1 | 95.6 | 95.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 92.4 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 85 | 97.7 | 30.6 | 45.9 | 23.5 | 69.4 | 60.5 | 61.2 | 97.4 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 184 | 99.5 | 32.9 | 48.6 | 18.5 | 67.1 | 58.8 | 58.9 | 95.8 | 95.8 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| | | | | | | | |
|-------------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 330 | 99.4 | 15.5 | 38.1 | 46.5 | 84.5 |
| | 7 | 334 | 99.7 | 17.9 | 39.9 | 42.1 | 82.1 |
| | 8 | 343 | 99.1 | 16.3 | 34.5 | 49.2 | 83.7 |

Mathematics

| | | | | | | | |
|-------------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 330 | 99.7 | 15.8 | 40 | 44.2 | 84.2 |
| | 7 | 334 | 100 | 19.7 | 42.9 | 37.3 | 80.3 |
| | 8 | 343 | 99.4 | 22.7 | 41.4 | 35.9 | 77.3 |

Science

| | | | | | | | |
|-------------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 163 | 99.4 | 20.5 | 68.2 | 11.3 | 79.5 |
| | 7 | 334 | 100 | 21.9 | 50.5 | 27.6 | 78.1 |
| | 8 | 172 | 100 | 16.8 | 48.5 | 34.7 | 83.2 |

Social Studies

| | | | | | | | |
|-------------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 166 | 99.4 | 13.9 | 58.9 | 27.2 | 86.1 |
| | 7 | 334 | 100 | 25.7 | 35.7 | 38.6 | 74.3 |
| | 8 | 169 | 99.4 | 12.7 | 36.7 | 50.6 | 87.3 |

Writing

| | | | | | | | |
|-------------|---|-----|------|------|------|------|------|
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 331 | 98.8 | 16.3 | 47.8 | 35.9 | 83.7 |
| | 7 | 332 | 98.8 | 16.8 | 40.5 | 42.7 | 83.2 |
| | 8 | 343 | 98.8 | 12.2 | 38.5 | 49.2 | 87.8 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample